



ANNUAL REPORT | 2024



St Vincent's College
Potts Point

St Vincent's College
is an independent day
and boarding school
offering a contemporary
Catholic education
for girls Years 7-12.

IN 2024, OUR COMMITMENT WAS TO RESPECT



St Vincent's College is a dynamic learning community which cherishes its Catholic heritage. The College fosters creativity, discernment and Leadership in the development of students to be courageous women of action.



St Vincent's College
Potts Point

Under the Stewardship of Mary Aikenhead Ministries



MARY
AIKENHEAD
MINISTRIES



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College Principal

Mrs Anne Fry

A year in the life of a school community is shaped by events within and beyond its own physical boundaries. When I reflect on 2024 I am conscious of the role our College assemblies played in the shaping of culture as we together responded to such events. I am always in awe of our students who speak at our assemblies as they authentically voice the dreams, hopes and fears of their peers. I also use those privileged moments I have to speak to students and staff to blend our faith and values into the moment. During this Annual Report, I will reference some of those speeches to share with you some of the flavour of 2024.

In 2024 our focus value was RESPECT and that featured throughout the year. The student leaders together discerned that we would have three sub-themes of

- respect of self and others
- respect for learning and
- respect for the environment

In the first assembly of the year on 31 January, I took the opportunity to speak to the meaning of the word and how we might apply an increased consciousness of respect throughout the year.

Every new beginning is a moment of grace – in our Catholic culture we recognise the grace of God in all our beginnings. That means God has freely given us the gift of each new day or year; of new friendships; of new opportunities to learn; of new moments of inclusivity and hospitality. The grace (or favour) of God is with us today as we officially launch into our Year of RESPECT – a year in which we will focus on respect of self and others; respect for our environment and respect for learning. “Respect”, as a word, comes from the same stem of words as regard and revere. So when we respect another person (or ourselves), we see the wholeness of that person and revere (or honour) them. We can see beyond the one small thing that may be different or irritating to see that person as a unique carrier of our common humanity and divinity, and of course being able to look lovingly at ourselves and see how much more we are than perhaps our height, or hair colour or blemish on our skin. In this Year of Respect, with the grace of a new beginning, may we leave behind any gripes or grievances from primary school, or from our peer groups here at Vinnies. Let us greet each other anew with eyes full of respect when we pass each other in the corridors, or classrooms, or the yards. Do not let any person feel invisible in this community – remember to respect is to also regard and revere! And our environment deserves our respectful attention. We have abundant beauty to gaze upon – let our eyes gaze upon the old trees that adorn our property, the harbour at our doorstep, the flowers and shrubs that bring colour, the scent of the frangipani and roses. Savour that engagement with nature and do your bit to respectfully recycle, replenish and reuse the extraordinary resources of our environment.

February saw Australia fall under the spell of Taylor Swift. Many of our students and parents had the opportunity to attend one of her concerts and there was much learning that could be leveraged of the phenomenal success of this very talented and astute entertainer and business woman. At our

February assembly I too invoked her high level of currency with the students to empower them to use their collective social authority to ensure respect was shown in their social media dialogue.

I need to preface these next remarks by saying I am not a “Swiftie”, although I gratefully admire Taylor Swift’s musical and entrepreneurial skills! I wanted to briefly comment on the recent and very public experience she has had with the world of “deep fake”. That is a world where respect of people is non-existent and where peoples’ right to control their own image, name and narrative is recklessly exploited by emerging technologies. I offer this both as a warning to you to not over-populate social media with photos and videos of yourself and not to use these platforms to falsely discredit the reputation of others, and a celebration of the power “Swifties” have had in denouncing the disrespect shown to Taylor Swift – the collective response to platforms that were hosting these fake images has been strong, powerful and effective. To the extent possible the circulation of these horrendous images has been shut down! My challenge to you is this – how would you each and collectively respond to disrespectful images of a Vinnies girl if they were circulating? Would you call it out as false and offensive or be part of the distribution network? Do not do the dirty work of others by sharing images that are obviously fake and offensive. If one Vinnies girl is disrespected, we are all disrespected. You have the power to shut down disrespect when you see it in person or online. Please in this Year of Respect play your part just as effectively as the Swifties!

Apart from the students’ genuine surprise that I knew who Taylor Swift was, I did receive validation from students about the commentary. Conversations that followed that particular assembly were meaningful.

Early every year we delight in hosting an Academic Assembly to recognise the achievements of the previous year’s HSC candidates. The Class of 2023 had achieved with distinction and the occasion saw the Graduands of 2023, their very proud parents, teachers and the 2024 Year 11 and 12 classes assemble together. Communities gathering together has been how culture has been shaped and shared since our human evolution began. It was an assembly in which we heard from Tess McGrath, who achieved the highest ATAR of the 2023 cohort. Her words of wisdom and appreciation were insightful and encouraging. It was an assembly in which the work of educators was acknowledged, and the value of authentic learning could be highlighted.

I now speak briefly to our Year 12 who are our leaders and creators of culture (including our learning culture) and to our newest alumnae embarking on new learning pathways. This year we focus on the Value of Respect. There is evidence from history, sociology and anthropology – from the earliest records of human writing – that respect for learning, respect for those who reached educational milestones and respect for educators. These individuals were highly regarded, revered and honoured but somewhere along the way started to be lost and over-shadowed by the things that on a superficial level looked more exciting, more easily achieved, more rewarded, more immediate. As we know, learning is a long game and like so many other cultural pursuits people looked for the short game. What I want to say to you each is, in this year, take the longer view – see what you are doing now as an investment in your future, in the future of humanity. Short cuts do not really respect the capacity of the mind to curate knowledge, master skills or express creativity. So I encourage all of us to exercise respect for your own capacity to learn, to respect scholarship as a verb it requires doing, to respect truth, substantive evidence based research, to respect a diversity of

opinions, to respect academic integrity, to use, rather than consume the new emerging technologies. You each have so much to contribute to the building of respect in a future that is already here that can instantly give you knowledge but not learning. That still requires hard work, and I look forward to being back here with you, same time, same place to celebrate the rewards of the hard work of the Class of 2024.

It was an auspicious start to the second term with our first assembly occurring on 1 May which is recognised as the anniversary or birthday of the College. Birthdays have an interesting history and in the mythology of the Ancient World the celebration was really around “rebirth” from human to godly purposes and the spirit world. We gave thanks to the Sisters of Charity whose foundation of the College for godly purposes we remember on the first day of May. This year was the 166th Anniversary.

I would like to think that today we celebrate the birth of St Vincent's in 1858 when the founding Sisters of Charity took on the godly purpose of serving the poor, of being generous of spirit, pursuing justice and exercising hopefulness and respect. If not for this sense of “birth” we would simply be commemorating the anniversary of the foundation of a school. We know that St Vincent's had and has “spirit” – something that proclaims us as a community held together and something able to be passed on. We are currently only the custodians of that spirit and as we celebrate the birth of that spirit 166 years ago, we can look back in appreciation of all those who have shared that spirit and look forward in anticipation of the spirit being passed to future generations. We give particular thanks to the ongoing support, prayer and generosity of the Sisters of Charity and all their collaborators in the ‘godly’ purposes of St Vincent's.

As we re-gathered for Term 2 we were all still deeply saddened and shocked by the horrific attack that had happened on 13 April at Westfield, Bondi Junction. All violence is horrific but the close proximity to the College, where many of our students, staff and families were directly and indirectly involved, all made this particular incident feel very personal. The incident highlighted the impact of mental health disorders and the disproportionate violence perpetrated against women.

In our own country in our own city we are outraged by the violence against women and the many women vulnerable to violence. We acknowledge the senseless violence perpetrated against all women and girls and remember with profound sadness all those killed in the Bondi Junction Westfield Mall. Our sense of familiarity with that particular mall, any of you were or could so easily have been there that Saturday afternoon, that many of you now are experiencing trauma and that for others, grief for a loss of a person known well to them. These are very real and deep emotions and I encourage you to reach out if you are needing some help to navigate such a difficult experience. We pray for all who have been affected by the tragedy, and the many others impacted by the behaviour of those suffering extreme mental health episodes. As a society we can do better in the care of those with extreme mental health disorders.

Unfortunately the scourge of domestic violence and other forms of gendered violence continued to feature in the news cycles of 2024. It highlighted that there is no room for complacency in the pursuit of respect as a universal value. It is such a strength of a school so committed to the education and formation of young women that we can be so singularly focused on respectful language, respectful relationships and respectful behaviours that celebrate the dignity and capacity

of women. The emergence of co-education as a solution to respectful behaviour among young people is a very superficial response. Our faith directs us to a belief in the inherent dignity of every person as we are all made in the image and likeness of Christ.

The unseasonal heat we experienced in August caused us to acknowledge the impact of climate change.

We gather today in circumstances of unseasonal heat before the official end of winter. I appreciate for many of you there is a degree of discomfort, but in our Year of Respect, this provides us with a reminder to respect our environment. Unusual and extreme weather events are becoming much more common as our extraordinary planet recalibrates much of its natural equilibrium to cope with the rapid increase in carbon emissions being released into the atmosphere. Let our slight discomfort today be a way of remembering these individuals and communities whose families, homes, way of life and living cultures are at risk from rising water levels extreme flooding, destructive fires, dangerous cyclones and lethal tornadoes.

This segue allows us to reflect on how we show respect to people we know well and are living in similar circumstances as compared to those who we perceive as further away and different.

Separating humanity into 'us' and 'them' is described as othering and it devalues our common humanity. As the St Vincent's Community we have decisions to make every day to ensure we do not become conditioned into direct or indirect ways of highly valuing our own group while denigrating and excluding anyone from a group different from their own. Much disordered thinking and behaviour such as marginalising a person because of their race, ethnicity, gender identity, sexual orientation, economic status or any other demographic characteristic can create deep personal distress and unfortunately can lead to more insidious and disturbing dehumanisation. Much of the civil and political chaos around the world that we have become far too accustomed to seeing in the media stems from the unwillingness of some to acknowledge the human dignity of all. It is clear to see that othering can create advantages for those unethical enough to exploit fear for political currency, or to exploit for economic advantage or to validate their own sense of superiority.

While much of what I just referenced is on a macro level, and beyond our immediate influence, today as we recognise that we can each be othering in our smallest gestures, decisions, language and presumptions. In particular at this assembly I want to acknowledge my own culpability and to offer an apology to anyone or any group that I have discriminated against or pre-judged because of unconscious bias.

This week on Friday "Wear it Purple" will be a day of consciousness around young people within the LGBTQIA+ community. I sincerely hope that St Vincent's College Community holds that respectful consciousness every day and not just one day of the year! However reminders are good and let the day stand to remind us of the strength of our diversity and the richness gained through inclusivity. May we always as a community of students and colleagues first be aware of all of our common hopes and dreams before we become aware of any superficial difference.

Parents play such an important role in the community of St Vincent's College. They love and nurture their daughters and hold high expectations of them. An assembly that coincided with the Feast of St Augustine provided an opportunity to recognise the unconditional support and love of our parents.

Today is the feast of St Augustine, and yesterday the Feast of St Monica his mother. They are feasts that remind us of the persistent and unconditional love parents have for their children. More colloquially they are known as the feasts of nagging parents. Monica nagged and nagged Augustine (Gus) until he turned over a new leaf and as a result is now recognised as a great scholar of the Church. It is good to remember that when your parents 'nag' you to do the right thing, and the harder things, it is because they love you and believe in your potential! Be grateful to Mum and Dad tonight.

The Class of 2024 were an outstanding group of young women and the celebrations we held for their graduation were authentic and joyful. The theme for the informal College farewell assembly was "Rockwall Royalty".

Oyez, Oyez, Oyez – good morning. I am the Town Fryer of Vincentia Castle – a large, fortified building built on the Rock Wall of Sydney Harbour. I invite you all gathered here this morning in the Castle's Great Hall to celebrate by proclamation the graduation of Rock Wall Royalty – the Class of 2024. We gather to fare-them well from their Royal residence and place where they have worked with their Governesses and Tutors to prepare to fulfil their noblesse oblige (the obligations of the nobility). On such a regal occasion it is only fitting that we remind young Rock Wall Royals of the ancient obligations placed upon those who have been favoured by the privileges of birth. The obligation of your nobility is to be prepared to rise and respond to what circumstance demands. You Rock Wall Royals have had great benefit of wealth, education, wider travel, social status, access to health, security and an awareness and connection to a larger world than those trapped by circumstances of their birthplace. These have not been advantages to be exercised solely for the benefit of you individually. Instead such advantages that have been given to you are also for your family, your community, your country, the world – in short, for the greater good. Your true nobleness will be exercised when you follow the royal codes of honour, loyalty and dedication. You have been Rock Wall Royalty this year in your role modelling of these codes to the younger members of the Royal House of Vincentia. As you graduate may you take those great values that distinguish the House of Vincentia from other noble houses – generosity of spirit, hope, justice, respect and service of the poor – with you as you establish new circles of influence.

No reflection on a year would be complete without reference to the wonderful educators who educate, care for and about and serve the St Vincent's Community. The October assembly provided an opportunity to join in the world-wide celebration of educators, known as International Teachers' Day. We always take a more inclusive view acknowledging that everyone who works at St Vincent's is an educator.

This week we will join in the Australian celebrations to mark the extraordinary work of educators, with particular affection and gratitude for the staff of St Vincent's College. Over the last weekends we have hosted reunions for the Classes of 2019 (5 year) and 2004 (20 year). While they were delighted to be seeing their former classmates, their biggest curiosity was about their teachers – were they still here? What are they doing now? Their reminiscing about adventures and the occasional misadventure mostly included teachers and boarding staff who had prompted them to see the world more clearly, forgiven them, helped them overcome a challenge, provided extraordinary moments in and beyond the classroom, helped them find their talents and strengths. I know that at reunions you attend in the future you

will speak with fondness, gratitude and admiration about your teachers. You however don't have to wait for those anniversary milestones – every lesson provides that opportunity to express your appreciation. This year the theme is "HATS OFF" to teachers which is highly ironic in a College like ours where more commonly I hear teachers telling you to put your HATS ON! The tradition of 'hats off' as a way of showing respect comes from the chivalry of knights who would take their ornate hats off and flourish them in front of ladies as a sign of respect. It definitely is right for educators to be recognised as people who hold important roles in our lives, who serve and whose role deserves respect. There is not only one way to show respect. Rituals are important but relationships more so. Use the relationships with your teachers to show respect – how you talk to them and about them; how prepared and present you are in their classes; how respectful you are for their time; how much notice do you make of the feedback they provide on your assessments. There are many ways, large and small, you can figuratively take your 'hat off' to the educators who surround you today.

In 2024 the Student Leadership were an outstanding group under the leadership of Co-captains, Eliza Doyle and Ruby Siemsen. Together our student leaders have shaped a culture that is inclusive, compassionate and responsive to the culture of the times that they are living in and through. At an assembly we inducted the Student Leadership Team for 2025.

Today our new Student Leadership Team takes charge of our assembly and we induct the extended Student Leadership Teams who will serve the College from Years 7 to 12. It is a day for us to express our appreciation and our commitment to support our newly appointed leaders. There are many layers of leadership and many of the most powerful actually fall outside the scope of the leadership structure that we will endorse today. Leadership can exist within friendship groups, tutor groups, the group that travel together to and from school, within a class grouping. Not all leaders will wear a badge and if we look around the world we can find examples of people who hold official positions who do not exhibit the qualities of a leader. The leadership we celebrate today is about service not power, generosity not greed and collaboration not control. I would like to congratulate all our new leaders and commend you as a community on the emerging strength of student leadership, student voice and student advocacy. As a community of young women it is worth reflecting that female participation in the formal structures of political, ecclesiastical and community leadership is not yet universal or guaranteed. Within our own Catholic Church, the synod that has commenced in Rome this week on Monday 21 October, has excluded the ordination of women from the agenda but will explore other ways to elevate women's leadership within the Church.

Within your lifetime, I sincerely hope that your capacity to contribute to leadership in any capacity will not be constrained or defined by gender.

Our 166th Year was one that I hope was productive for all. Learning, leading and living out the values of the College – Respect, Justice, Hope, Generosity of Spirit and Service of the Poor – shaped our culture. As the year concludes I thank the many people who have supported the College :

The College Chair and Director – Mr John Finneran and the College Directors

MAEL and Ministry Leader – Mr Peter Kelly, and

Chair Prof Marie Emmitt

The Sisters of Charity for their prayers and accompaniment



The P&F under the leadership of Ms Leisha Major

The Ex-Students' Union under the leadership of

Dr Joanna Nash

My personal thanks to the College COR Team – Mrs Brooks, Mrs Boyd Boland, Ms Kenderes, Mr Anderson, Ms Xenos, Mrs Mancey – for their leadership, initiative and good will. To all Staff who work so hard to add value to every learning moment, to every relationship within the College and most especially to the extraordinary students of the College. As you read the Annual Report for 2024 I hope you come to understand the breadth and depth of the St Vincent's College community.



College Board Chair and Foundation

Mr John Finneran

At the end of 2023 Ms Jane Doolan finished her tenure as the Chair of the College Board and Foundation. I was very appreciative of her support in the transition to my role as Chair of the St Vincent's College Board and Foundation.

In my first year I have enjoyed the opportunities to collaborate with my fellow Directors and to work closely with the Senior Leaders of the College. St Vincent's College has a long and proud history and it is a great honour for me to be asked to join the distinguished group who have served in governance roles at the College. During the year a reunion of Former Chairs and Directors was held and from the camaraderie shared it was evident there was such pride in how the College continues to develop and distinguish itself as a leading Independent Catholic Girls' School.

The work of the Board, the Foundation and the Committees has focused in 2024 on the finalisation of the Masterplan, and the conclusion of the Strategic Plan Towards 2026. The key milestone of the Masterplan approval of the DA by Sydney City Council was the culmination of the work by our Building and Development Committee chaired by Ms Kate Robinson. It was a complex DA that had to respond to the Design, Heritage, Streetscape and neighbourhood sensitivities. The precision and expertise of the Committee and all the consultants involved will result in a Masterplan that will take the College forward with confidence. The Strategic Plan Towards 2026 builds heavily on the mission-led priorities of Spirituality, Social Action and Justice, Innovation and Excellence and Teaching and Learning. During 2025 the College Community will initiate a collection of Perceptive Data in preparation for the next Strategic Plan 2027-2029. Many hours were invested in the Strategic Planning process under the guidance of Dr Mark Turkington.

The Finance Committee led by Mr Sean Rahilly continues to work closely with the College Business Manager, Ms Samantha Xenos to ensure our financial modelling provides for responsible stewardship and sustainability. As a College Community with a high DMI (Direct Measurement of Income) it is essential that we are able to fund our own capital development through philanthropy, investment and capacity to build reserves. The work of this committee is pivotal to all our endeavours. The Governance, Risk and Compliance Committee under the leadership of Ms Jessica Lobow manages governance, risk and compliance. Risk and Compliance are emerging as big issues for all independent schools so the work of this committee is highly valued.

The work of the Foundation quietly continued throughout 2025 and managed the Building Fund, Scholarships and Bursary Fund, Elisabeth Carey Fund with acute awareness of interest rates and investments. Making the very best decisions and making the resources work hard on behalf of those whose patronage we depend upon is highly skilled work. I congratulate the prudent stewardship of our Financial advisors.

Mary Aikenhead Education Limited is the sole member of St Vincent's College's incorporated Board. As such, the Board and College work collaboratively throughout the year. As Board Chair I have worked with them and the three other Board Chair's across Australia and meet regularly with Professor Marie Emmitt and Mr Peter Kelly. This year the College Leaders and Directors were invited to a two-day symposium in Melbourne to explore contemporary mission-inspired ministry. The key presenters John Warhurst, AO and Susan Pascoe, AM explored what continues to illuminate the Spirit of Catholic Australians. It was a very positive engagement in seeing the principles of synodality, collegiality and prayer.



At the end of the year, Ms Robinson, Ms Lobow and Ms Forester all finished their terms with the Board. New Board members for 2025 have been appointed and I look forward to working with Ms Rose Reid, Mr Craig Wattam and Ms Shanthi Silva. Together with our staff and students we will work to further the mission of this great College.

I thank you for your support of the College in 2024.

Parents & Friends' Association President

Ms Leisha Major

This year, with the funds raised from the P&F Levy and various fundraising activities, we have been able to support several significant projects, including:

- Installing an outdoor sound system
- Providing a gym for our boarders
- Pledging \$150,000 to the Courtyard Project
- Donating a beautiful statue
- Adding outdoor furniture
- Contributing to the Year 12 graduation gift
- Supplying new library tables
- Enhancing English classrooms
- Equipping Maths with new whiteboards

The P&F community is also known for its lively and engaging events, which bring parents together and strengthen our bonds. The annual P&F Cocktail Party at Vinnies was a tremendous success, with new and familiar faces filling the air with laughter and lively chatter – a true testament to the strong sense of community we share.

One of the year's highlights is the coveted Mother-Daughter Dinner, which sold out in minutes. As one mother shared, this is her favourite night of the year. She loves preparing for the evening, dressing up with her daughters, and dancing the night away – a perfect blend of fun and family. The Dubbo Mothers Weekend was another wonderful event, and we extend our heartfelt thanks to Rebecca Roach and Mandy Kelly for their impeccable organisation. This weekend away is a fantastic opportunity for city mothers to experience the charm of the countryside.

A special thank you goes to Tricia Rubenstein for her incredible coordination of the past three Spring Fairs. Tricia has brought enthusiasm and flair to these events, managing external stallholders with remarkable skill and providing a platform for local and small businesses to showcase their products. Additionally, she ensured the Fair had captivating entertainment for our students, making it a truly memorable experience.

This year, the Spring Fair Subcommittee executed the event flawlessly, raising over \$40,000. Her dedication and expertise have made a significant impact, and we are genuinely grateful for her contributions.



About the College

Contextual Information

History

St Vincent's College, Potts Point was founded in 1858 by the Sisters of Charity. Mary Aikenhead responded to the call of Bishop Polding and sent Australia's first female religious order to the Colony. The five sisters were Sr M John Cahill, Sr M John Baptist de Lacy, Sr M Francis Xavier Williams, Sr M Francis de Sales O'Brien and Sr M Lawrence Magdalen Chantal Cater. As one of Australia's oldest Catholic day and boarding schools for girls, it is associated with the richness and colour of colonial Australia and exudes tradition, history, character and culture.

Throughout its long history, the College has contributed significantly to the development of the Australian community by preparing many notable pioneer women in the fields of medicine, law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and regularly contributes to the many outreach ministries within the Catholic and Christian communities that are its neighbours, including St Canice's Parish, Jesuit Refugee Service, St John's Anglican Rough Edges, Wayside Chapel and Catholic Care.



College Structure

The strong foundations of St Vincent's College were laid by the Sisters of Charity. The secure future of the College is now under the stewardship of Mary Aikenhead Ministries Australia.

As a company limited by guarantee, the Directors of St Vincent's College Board are accountable for the governance of the College to the Members of the Company (Mary Aikenhead Education Limited) within the context of the Mission of the Catholic Church and the Education Philosophy of Mary Aikenhead Ministries (MAM).

The Principal is appointed by the Board with the approval of MAM and is the Chief Executive Officer of the Company. The Principal is responsible to the Board for the implementation of the educational policy of the Board and for the internal administration of the College.



Under the Stewardship of Mary Aikenhead Ministries





Vision, Mission & Values

St Vincent's College is a Catholic educational community dedicated to developing courageous women of action. We are inspired by the tradition of the Sisters of Charity and the values of Mary Aikenhead Ministries, including: Generosity of Spirit; Hope; Justice; Respect; Service of the Poor.

Mary Aikenhead adopted Ignatian Spirituality as her spiritual heritage for the Congregation, which always encourages us to find God in all things. Through the process of experience, reflection and action, students at St Vincent's College are provided a framework in which they can: experience success in their academic studies; engage in meaningful service activities; and utilise reflection and discernment in all aspects of their lives to become the people God dreamt them to be.



Characteristics of the Student Body

As a Secondary Catholic school with over 166 years of tradition, St Vincent's College caters for a diverse range of students who come from over 50 primary schools from around the corner to far western New South Wales. These rural and regional students live in the Boarding House.

In 2024, there were 742 students enrolled from Years 7 to 12. The major intake year for students is Year 7, although entry is possible throughout other years. Of the 742 students, 51 were residential and 17 were indigenous students.

The College is non-selective academically. We have a number of students requiring reasonable adjustments to access the curriculum and course outcomes. In 2024, we had 149 students diagnosed with a range of disabilities: physical, social/emotional, cognitive, and sensory.





Theme 2: Outcomes and Results

Literacy and Numeracy Testing

When compared to students across the country, the 2023 NAPLAN results indicate that St Vincent's College performs well above or above average. This data has been drawn from the My School website and is a consistent trend for the College.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	584	587	572	587	566
Year 8	609	615	590	600	602

Interpreting the table

Selected school's average when compared to students with a similar background

Well above	Above	Close to	Below	Well below	No comparison available
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NAPLAN participation for the school is 99%

NAPLAN participation for all Australian students is 95%



Senior Secondary Outcomes (Record of School Achievement (RoSA credential))

The Record of School Achievement is a cumulative credential that is given to students when they complete their schooling.

Year 10: For their RoSA students in Year 10 were awarded a grade based on a range of assessment experiences that they undertook throughout 2024. The following table provides an overview of the number of grades awarded to St Vincent's College students in each subject, including those students who are completing an Accelerated Mathematics course.

Course	School Total
English	123
Mathematics	116
Science	123
Commerce	52
Dance	9
Food Technology	13
Modern Languages - Italian	12
Modern Languages - French	12

Course	School Total
Geography	123
History	123
Textiles Technology	20
Visual Arts	30
Photographic & Digital Media	18
Physical Activity & Sports Studies	47
Physical Development, Health & Physical Education	123

Senior Secondary Outcomes (student achievement)

Higher School Certificate

In 2024 100% of students completed the Higher School Certificate (HSC).

6% of students completed a VET qualification, received a Certificate III for their studies, and had this course contribute to their HSC result.

This cohort's performance reflected the focus and determination with which they approached their studies and their engagement with the academic life of the College. The results demonstrated particular

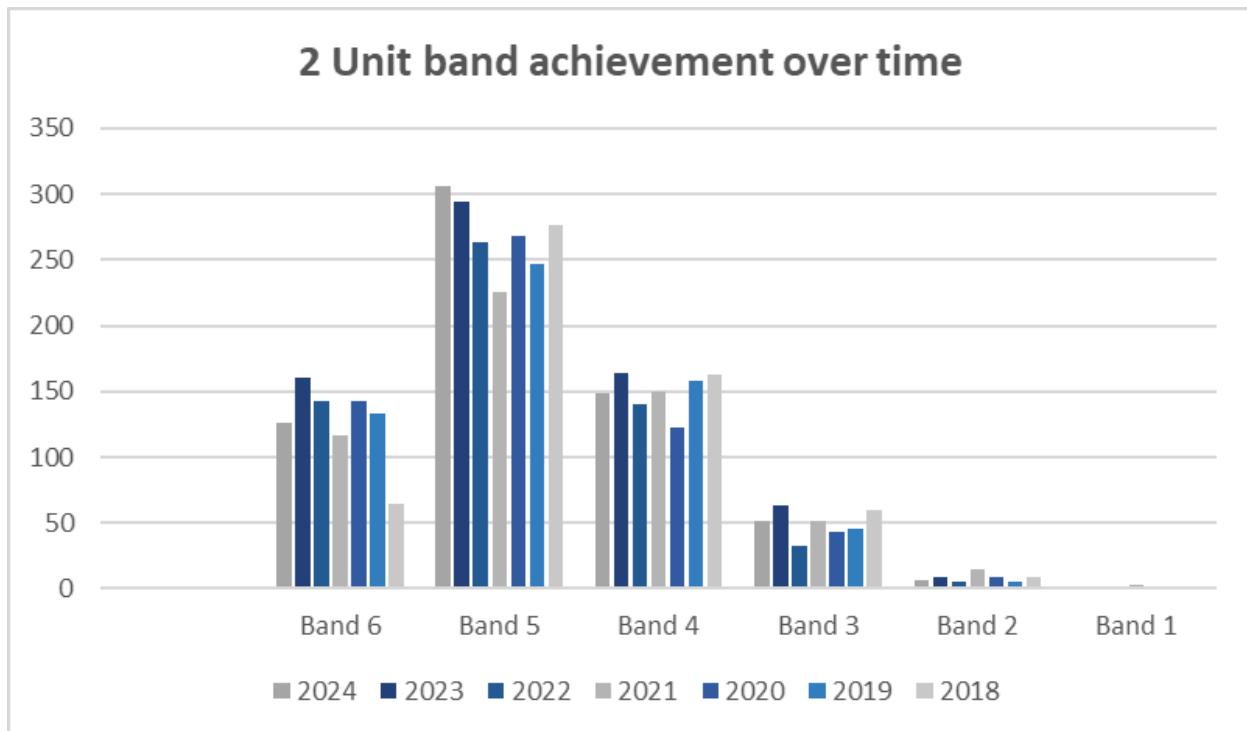


growth in our students from Years 7- 12 and represent our College's capacity to 'value add' and ensure personal success for all students. Some highlights from this cohort include:

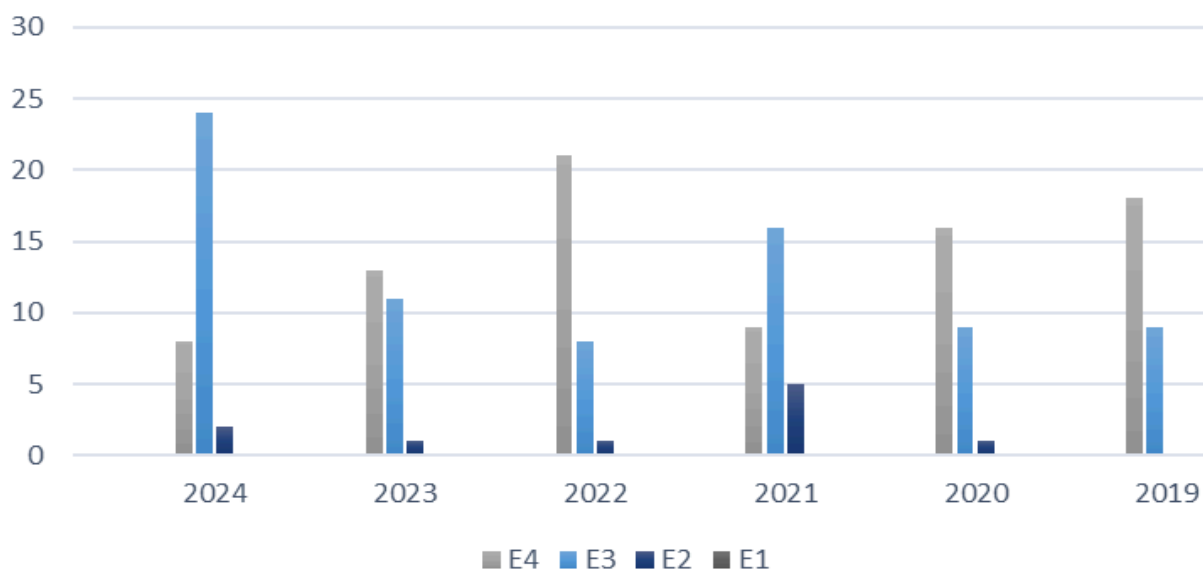
Highest ATAR	Students with an ATAR of 90+	NESA nominations	NESA Selections	All rounders	Distinguished Achievers
99.75	Over 28%	13	1	2	135

The College was listed in the top 10% of schools for English Advanced and Standard.
The College was listed in the top 2% of schools for Studies of Religion I.

The graphs below demonstrate the consistently strong results that the College has achieved over time. The College has maintained performance trends that put it above State averages. The College is also consistent in having strong achievements in the higher bands. Our ability to 'value add' and have students achieve results that are considered above expectation is a consistent trend.



1 Unit band achievement over time



Subjects where 100% of students achieved a band 5 or 6

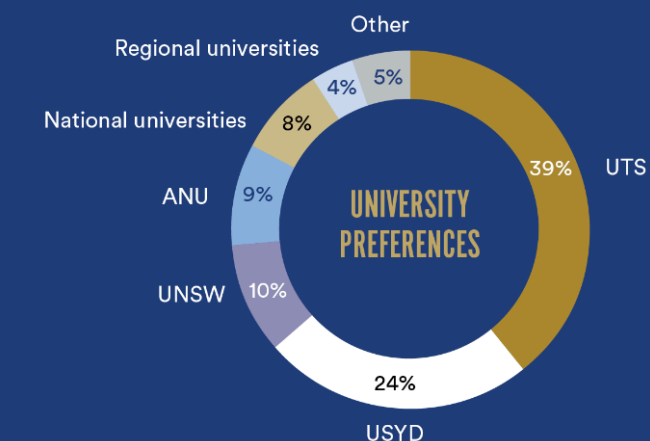
Course	SVC percentage in top two bands	State percentage in top two bands
Dance	100	67
Design and Technology	100	48
Visual Arts	100	67
Spanish Continuers	100	66
Hospitality	100	27
Human Services	100	19

Subjects where 100% of students achieved an E3 or E4

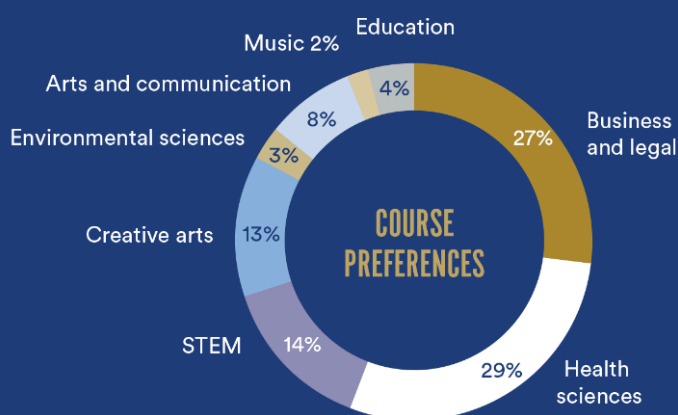
Course	SVC percentage in top two bands	State percentage in top two bands
English Extension 1	100	96
English Extension 2	100	87
Science Extension	100	79
History Extension 1	100	76

Class of 2023- UAC Offers by Field of Study (Post school opportunities)

Students received offers for post school study in areas indicated in the below graph. These details highlight the all round education offered at the College, which has enabled students to pursue further study and career opportunities across a diverse range of fields.



UTS and USYD are once again St Vincent's students' top destinations for further study.



Vinnies girls continue to excel in a range of fields, pursuing their passions beyond school.



Theme 3: Staffing

Staffing

Our teaching staff are central to the learning success of our students. It is the teachers who have expert subject knowledge, foster strong relationships founded on trust and differentiate learning that builds on a student's strengths and capacity to embrace challenge. They deliver high quality, robust and engaging teaching and learning in the classroom.

Level of Accreditation - All Teachers employed in 2024

All teachers are required to be accredited by NESA. Being an independent school, accreditation is also available under the jurisdiction of AISNSW - working with the Independent Schools Teacher Accreditation Authority (ISTAA).

We have a well developed programme for supporting teaching staff to achieve higher levels of accreditation, with a strong cohort completing Experienced Teacher accreditation in 2024.

Level of Accreditation	No of Teachers
Conditional (NESA)	2
Provisional (NESA)	1
Proficient Teacher (NESA)	70
Experienced Teacher (ISTAA AISNSW)	11

Work Force Composition

To ensure the smooth running of the College as a day and boarding school, our workforce is comprised as follows:

Teaching Staff



75 (including the Principal)

Full-Time Equivalent Teaching Staff



70.9

Non-Teaching Staff



30

Full-Time Equivalent Non-Teaching



29.1

Total Male Staff = 29

Total Female Staff = 77

Total Indigenous Staff = 0

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff

Qualifications

The College has a highly qualified staff who have attained degrees as below. There are also a large number of staff who have also attained graduate diplomas and graduate certificates in addition to what is listed below.

Category	Number of Teachers
<i>Bachelor</i>	55
<i>Masters</i>	17
<i>PhD</i>	2

Theme 4: Student Attendance

Year Group in 2024	Attendance Rates
Year 7	93.56 % (29/01/2024 - 04/12/2024)
Year 8	92.25 % (30/01/2024 - 04/12/2024)
Year 9	91.64 % (30/01/2024 - 04/12/2024)
Year 10	92.20 % (30/01/2024 - 04/12/2024)
Year 11	93.98 % (30/01/2024 - 04/12/2024)
Year 12	94.23 % (29/01/2024 - 27/09/2024)
Whole School	92.97%

Management of non-attendance

- All teachers are responsible for taking the roll, monitoring and following up of daily attendance, both in Tutor group and in classes. This includes Excursions and Incursions, in-lieu lessons. Student Attendance is recorded and monitored on the School Management System, Edumate.
- When a student does not appear in class but is visible on the School Management System as attending earlier lessons and they are not marked in the Health Centre or other school events, the teacher emails a 'Blue call' so that leadership staff can attend to clarify the whereabouts of the student.
- The College Secretary in Student Services is responsible for initial communication with parents / carers and filing documentation of absences and lates. The College Secretary also communicates with the Tutor teachers and Pastoral Team regarding reasons for absence and documentation of explanation for Parent Approved Absence. Students who request early leave for an appointment, are directed to sign out at Student Services. Students require written documentation from parent / carer which is provided to the College Secretary. Written signature of parent / carer or parent/carers email address must be provided.
- Parents / carers of students who are absent from, or late to, school will receive an SMS from Student Services (scheduled for no later than 10:30 am).
- Student Services acknowledges if a parent / carer phone call or message is received; parents / carers requested to provide written documentation via email or letter upon return; (students take written communication directly to Student Services).
- Student Services updates daily attendance register.
- Student Services generates a daily attendance report and emails all teachers.
- Student Services follow up unexplained absences with a reminder when a written explanation is not received after three days.
- Communication received by Tutor teacher / Pastoral Team is to be provided to Student Services.
- Tutor teachers hold particular responsibilities for the monitoring and follow up of daily unexplained absence. The Tutor teacher is required to make a phone call home if no communication has been received from parent / carer after three days of absence and communicate concerns requiring follow up of Deans.



- The ICT Team generates a Weekly attendance report for each Tutor teacher, Head of House and Dean, indicating weekly absentees and cumulative days unexplained. From these weekly reports, the Head of House issues prompts to Tutor teachers where Unexplained absences require follow up.
- Absences - explained and unexplained - as well as Lates appear on each semester report.
- The Executive Assistant to the Deputy Principal processes all applications and documentation for Leave for three or more days. Approval is provided by the Deputy as delegated by the Principal or brought to the attention of the Principal.

Absence may be accepted and approved as Leave for the following reasons:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions
- travel in Australia and overseas

If Leave for travel is approved, parents are made aware of their responsibilities for maintaining the educational continuity of the child for extended periods of time, including the impact of Leave upon assessments, in line with the College Assessment Policy.

The Principal has delegated authority (on behalf of the Minister for Education) to grant or cancel Exemptions from attendance for students in the following circumstances:

- engagement in approved entertainment industry activities
- participation in elite arts or elite sporting events
- exceptional circumstances (including the health of the student where sick leave or alternative enrolment is not appropriate).
- Direction under the Public Health Act 2010. (A parent/carer does not need to apply for an exemption in the case of a Public Health Act directive)

Acceptance of Leave or approvals of Exemption are communicated back to parents and teachers on behalf of the Deputy Principal, with records held on the College Student Information System.



Theme 5: School Policies

The following school policies are publicly available on the website: **Policies**

- [Bullying Prevention and Intervention Policy & Procedures](#)
- [Child Protection Policy](#)
- [Complaints & Grievances Resolution Policy](#)
- [Enrolment Policy](#)
- [Mobile Phone Policy](#)
- [Student Behaviour and Discipline Policy & Procedures](#)



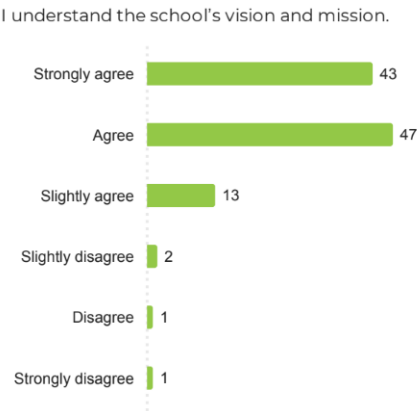
Theme 6 - Stakeholder Satisfaction

In 2024, graduating Year 12 students and their parents and carers were invited to complete the *AISNSW Perspectives* survey as well as students completing the *National Catholic Education Commission* survey of the impact of faith formation in Catholic education from the perspective of Year 12 students. These reports provided much affirmation of the College mission, community and commitment to quality teaching and learning within an environment that supports student wellbeing and the development of values. This feedback also offers recommendations for improvement.

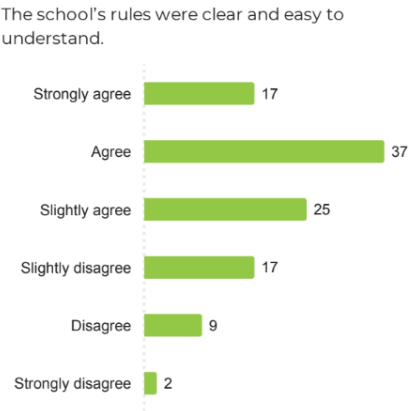
SCHOOL ENVIRONMENT

Students

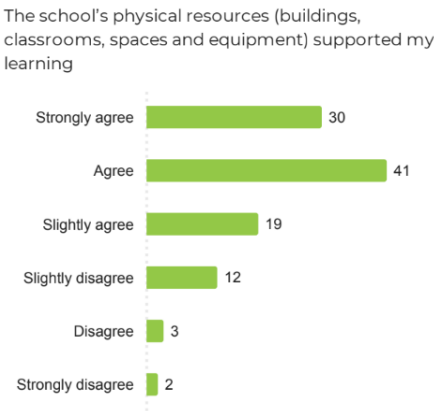
Vision, Mission and Values



Sense of Safety

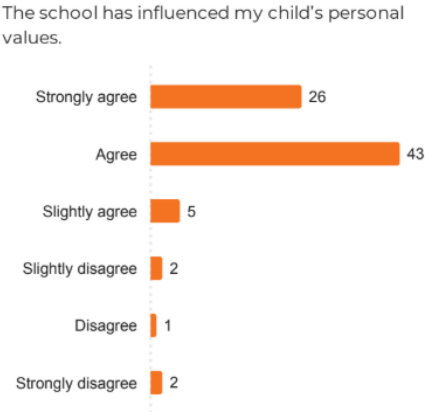


Physical Environment

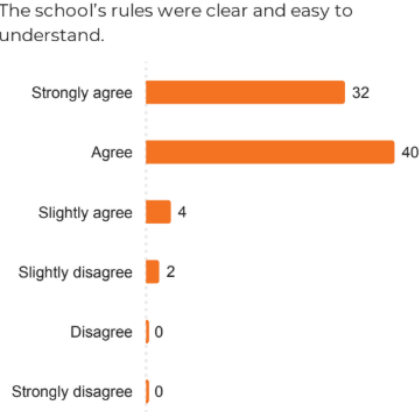


Parents and Carers

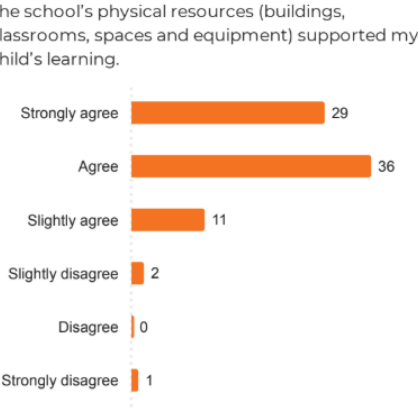
Vision, Mission and Values



Sense of Safety



Physical Environment

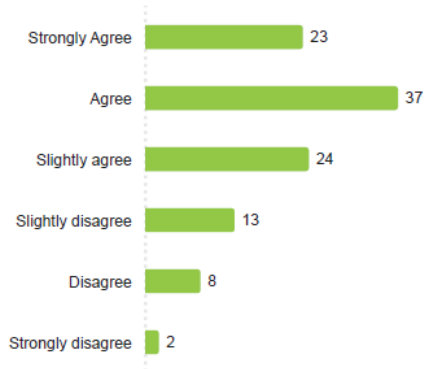


TEACHING AND LEARNING

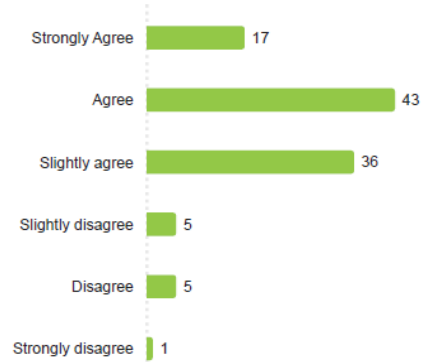
Students

Designing Learning

My teachers tracked my learning progress and communicated this to me.

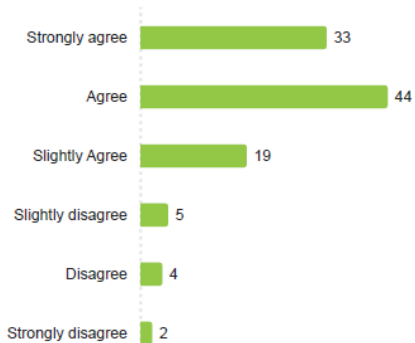


My teachers used effective teaching approaches.

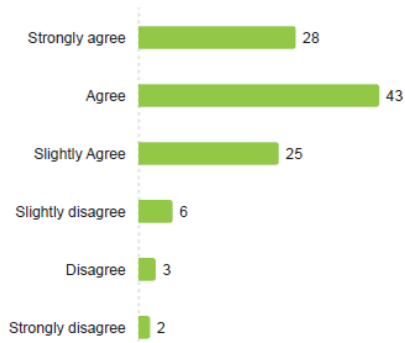


Quality Pedagogical Practices

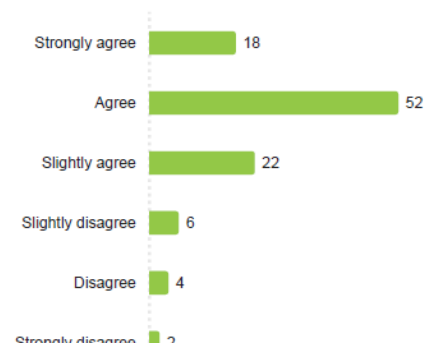
I had access to useful resources that helped with my learning.



Teachers gave me feedback I could apply to my learning.

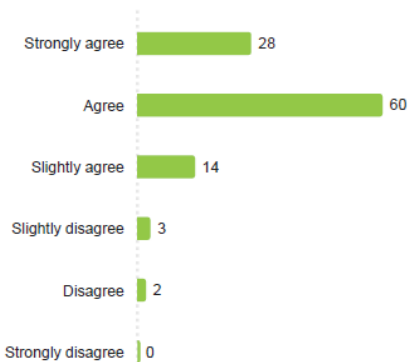


My classes encouraged critical and creative thinking.

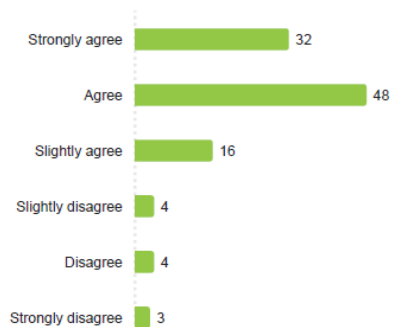


Inclusive Learning

Teachers provided learning that challenged me.

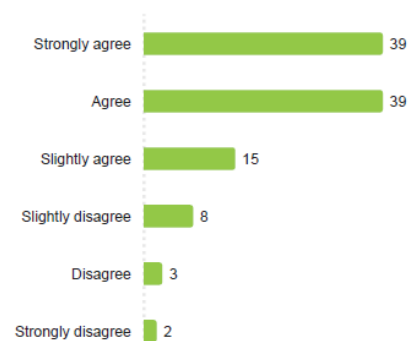


My teachers supported my learning when I needed help.



Purposeful Learning

I think I have the skills required to be successful in my life after school.

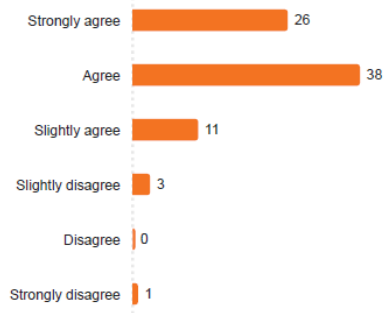


TEACHING AND LEARNING

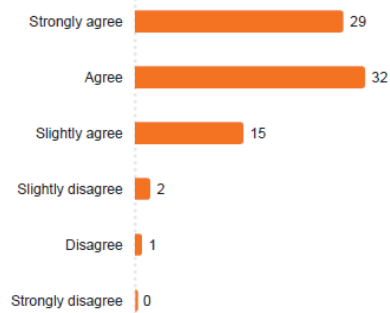
Parents and Carers

Designing Learning

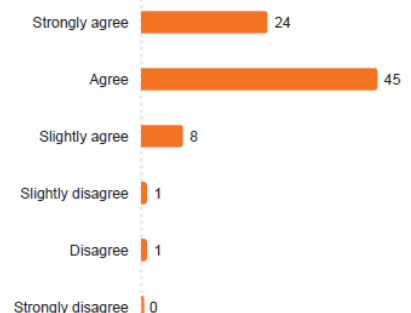
Teachers tracked my child's learning progress and communicated this to them



Teachers have encouraged my child to have high expectations about their own learning.

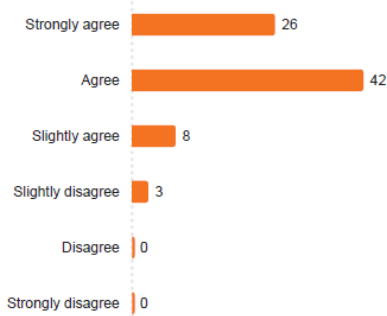


My child had access to useful resources that helped with their learning.

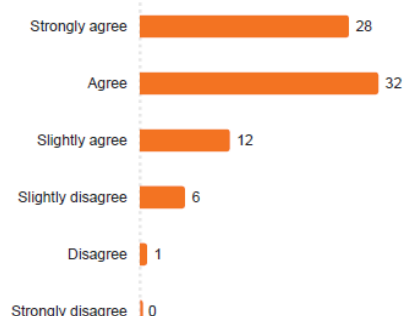


Quality Pedagogical Practices

Assessments helped my child to measure their learning progress.

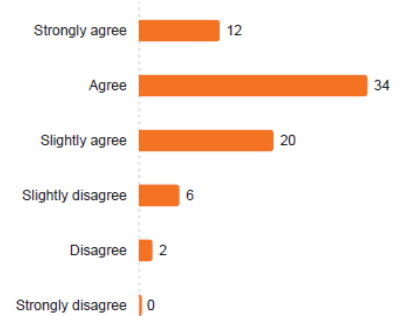


Teachers gave my child feedback they could apply to their learning.



Inclusive Learning

My child's teachers adjusted the learning to suit the different learners in their classes.

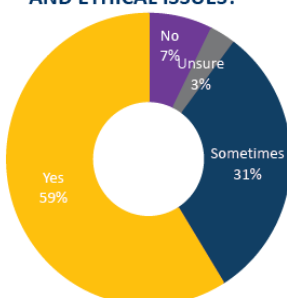


COMMUNITY

Students

Impact

HAS CATHOLIC EDUCATION IMPACTED
ON THE WAY YOU CONSIDER MORAL
AND ETHICAL ISSUES?



CATHOLIC EDUCATION HAS PROVIDED ME:



1 Help in considering how I can make a positive contribution to my community and the world



2 An excellent academic education

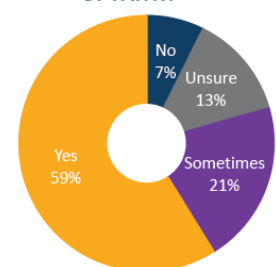


3 An understanding of who I am as a person



4 Exploration of work as more than a job

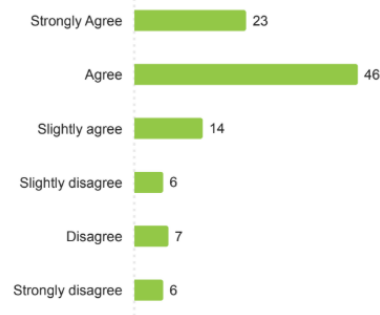
HAS YOUR CATHOLIC EDUCATION
PROVIDED YOU WITH A SAFE
SPACE TO EXPLORE QUESTIONS
OF FAITH?



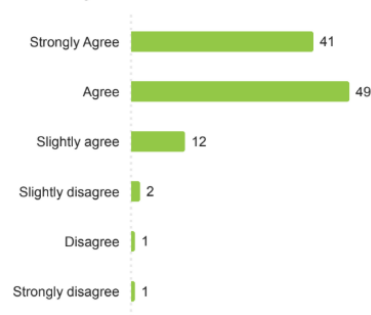


Student Community Engagement

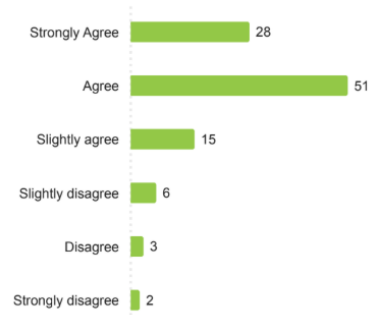
There were enough sporting activities for me to participate in.



This school gave me opportunities to "make a difference" by helping people, the school, or the community.

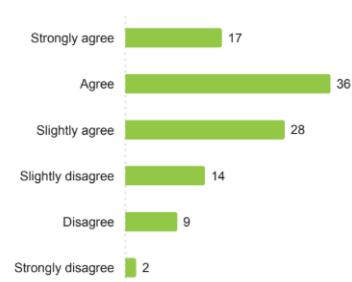


The school gave me opportunities to develop my leadership skills.



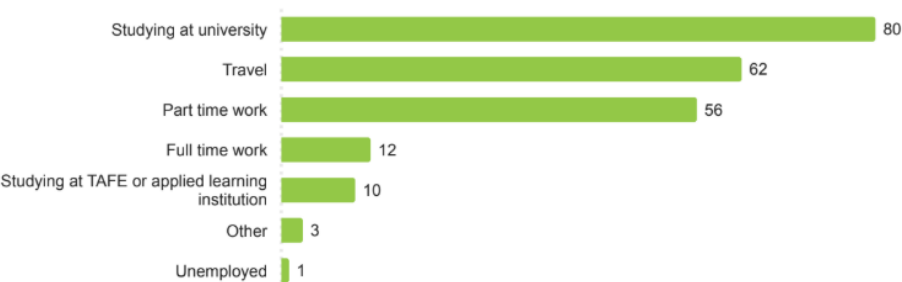
Communication

The school has given me an opportunity to communicate and be heard about issues important to me.



After School Plans

What are the main activities you think you will be doing in your first year after school? Please choose all that may apply.

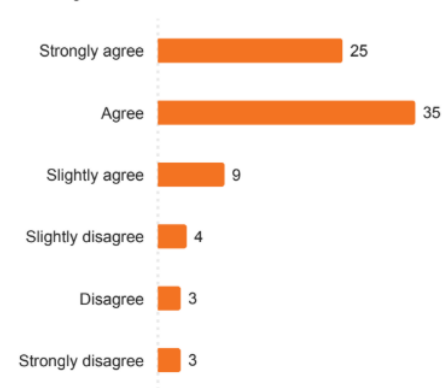


COMMUNITY

Parents and Carers

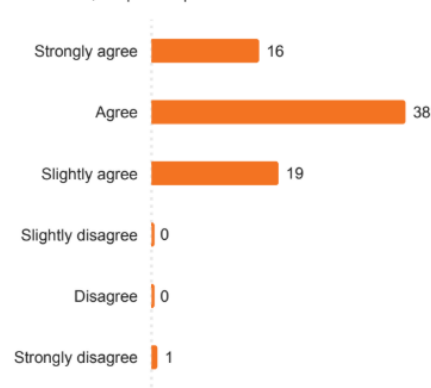
Communication

Communications from the school are accessible and easy to understand.

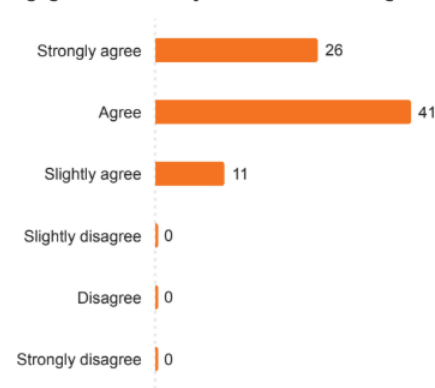


Student Community Engagement

My child enjoyed the range of co-curricular activities s/he participated in.



This school provided opportunities for my child to engage in community service to enhance growth.





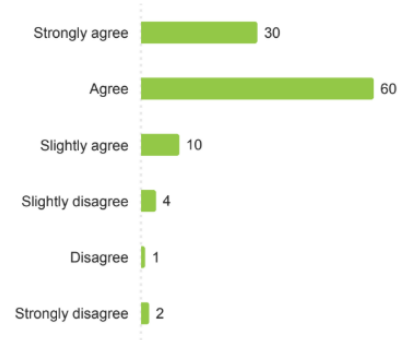
STUDENT WELLBEING

Students

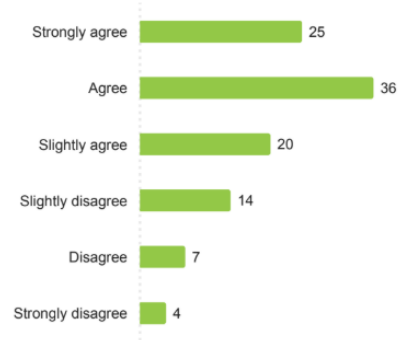
Social and Emotional Learning

Respectful Relationships

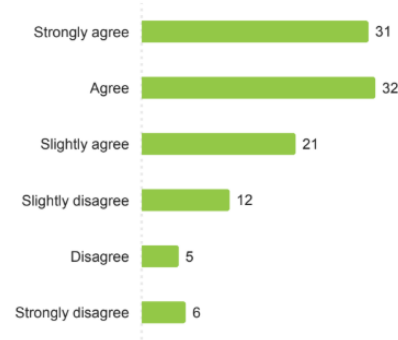
I know my strengths and what I need to improve on.



The school has helped me improve my understanding of others.

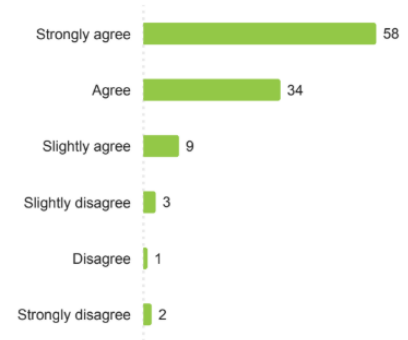


I feel a sense of belonging to my school community.

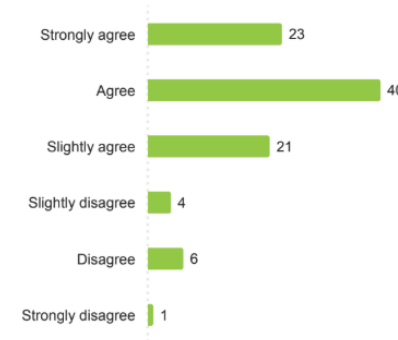


Respectful Relationships (cont.)

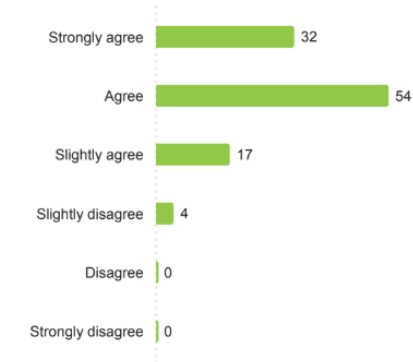
I have had positive connections with two or more adults in my school.



I intervene to help when I see people experiencing bullying and harassment.

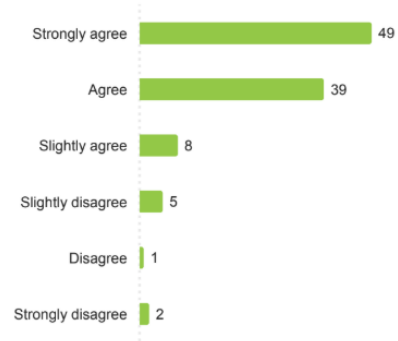


I feel safe when using social media.

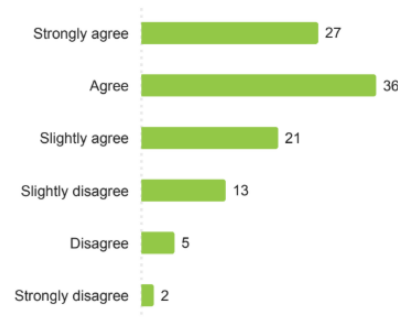


Inclusivity and Equity

The school shows respect for all cultures, including Aboriginal and Torres Strait Islanders.



People are treated the same at this school regardless of their race, ethnicity, nationality, faith, gender or sexual orientation.



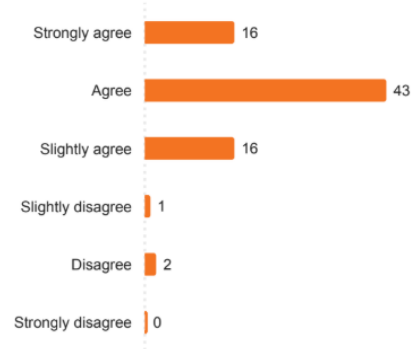


STUDENT WELLBEING

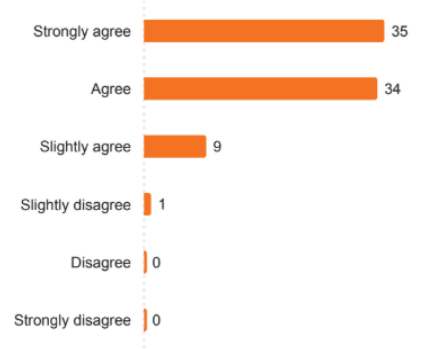
Parents and Carers

Social and Emotional Learning

The school has helped my child to improve their understanding of others.

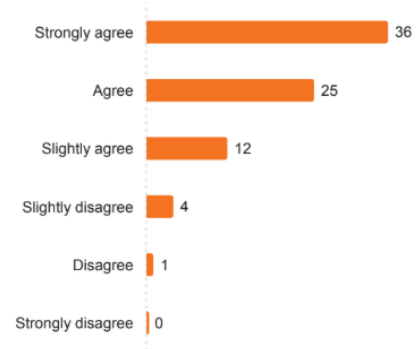


My child believes that if they work hard success can be attained.



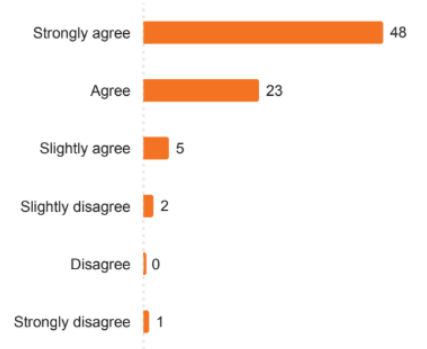
Respectful Relationships

My child feels a sense of belonging to this school community.

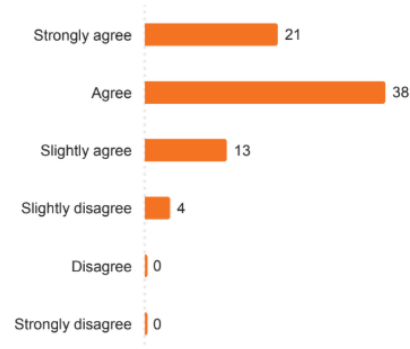


Respectful Relationships (cont.)

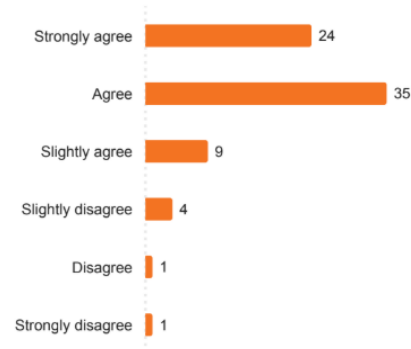
My child has had positive connections with two or more adults in this school.



My child will intervene when they see people experiencing bullying and harassment.

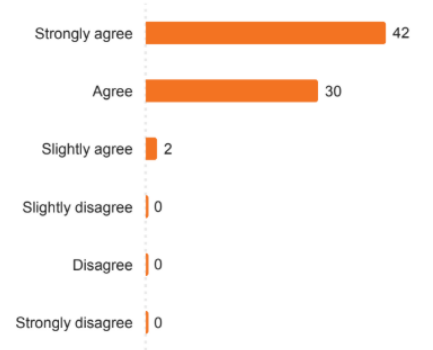


The school tried to keep everyone safe from bullying.

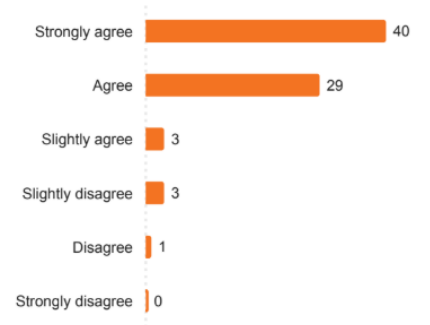


Inclusivity and Equity

The school shows respect for all cultures, including Aboriginal and Torres Strait Islanders.



People are treated the same at this school regardless of their race, ethnicity, nationality, faith, gender or sexual orientation.





Stakeholders were asked to respond to the following for each of the four domains:

- If there is one thing you would like the school to keep doing, what would it be?
- In what ways has the school exceeded your expectations?
- If you could change one thing about the school what would it be?

Students

If there is one thing you would like the school to keep doing, what would it be?

- *Vinnies is very good at fostering the academic lives and achievements of students.*
- *Continue empowering different voices from a range of diverse backgrounds, amplifying Voices of Respect and bringing a unique perspective to assemblies, activities, events etc.*
- *The emphasis the school has on connections, those within our house colours and the older and younger girl relationships.*
- *Fostering a strong sense of community and support among students and staff. The nurturing environment, where students are encouraged to grow academically and personally while being supported by their peers and teachers, is something that truly sets the school apart. This inclusive and compassionate culture helps students develop not only intellectually but also emotionally and socially, preparing them for life beyond school.*
- *Continue the wide range of accessible opportunities regarding sport, co - curricular, leadership, social justice*
- *Keep allowing the Aboriginal and Torres Strait girls to show and teach their culture to the other girls in the community, and keep allowing the arts girls to showcase their talents.*

In what ways has the school exceeded your expectations?

- *The College's commitment to academic excellence was evident through the dedication of the teachers who went above and beyond to ensure every student had the tools to succeed.*
- *The school definitely pushed me academically and helped me achieve great things that I didn't think I would have previously been capable of. Academically, this school helped me excel in Year 11 and 12. During my junior years, I never felt exceptionally pressured, which I think facilitated my learning as it helped reduce anxiety.*
- *How teachers apply themselves and do more than what is required of them to help students.*
- *The way teachers cared so deeply about my personal growing and learning process in and outside of the classroom.*
- *The school's resources and available guidance in terms of study. There are a wide variety of resources and individuals who have positively contributed to my experience - most predominantly in my senior years.*
- *Support for those with learning disabilities allowed them to work alongside all students but still receive the same opportunities.*
- *The focus on holistic education, including opportunities for personal growth, leadership, and service, surpassed my initial expectations, allowing me to develop skills beyond the classroom and contribute meaningfully to the wider community.*
- *I never thought that my voice would be as valued and heard within the greater school community.*
- *The school strongly attempts to foster a friendly community bond, which is great and particularly helps in the younger years.*
- *Exceeded my expectations in its attitudes towards those in need, and the amount of resources and activities you could get involved in to help out.*

If you could change one thing about the school what would it be?

- *Better respect/care from students for our environment.*
- *Expand the range of extracurricular programs offered, especially in areas like STEM and creative arts. While the school provides a strong academic foundation, a broader variety of clubs, workshops, or partnerships with external organisations could help students explore diverse interests and develop skills that go beyond traditional academics.*
- *The emails that get sent to parents also get sent to students as some parents don't read the school emails and therefore the students don't know.*
- *More representation of diversity, particularly ethnic and cultural identity.*
- *An increased focus on facilities for those struggling with mental health problems or any physical/mental disabilities.*
- *change the range of sport offered at vinnies as we are limited by a choice of three sports per term.*

Parents and Carers

If there is one thing you would like the school to keep doing, what would it be?

- Continue the strong balance between the desire for continued academic achievements and student wellbeing/non academic achievements. The school appears to have a good balance between these right now.
- Encourage the girls to be independent learners and stand up for their values.
- Keep the school's 5 core values at the centre of everything Vinnies does in order to continue to hold students, families, staff, and the extended school community to a high standard of behaviour.
- The Pastoral care and the care for the students is outstanding. Keeping parents informed on the students progress is valuable.
- It has a great culture of community service and gratitude, great values. It has excellent, committed teachers particularly in the senior years (and majority at lower years).
- Guiding the girls into young women being their best selves and respectful of others.

In what ways has the school exceeded your expectations?

- The relationships my daughter has formed with both students and teaching staff has been a stand out. The support she has been given by teachers has been amazing.
- The school pushed my daughter academically and supported her to do her best in every subject.
- In its culture, and how influential that is. Great positive influence. Also how valuable the subject of religion, particularly comparative study of religions and debating moral issues is to a young person's development and education.
- The school nails culture like no other I have heard of anecdotally or experienced. As a parent you can see its affect bubbling through in friendships, how events are handled and the emotion of graduation. It really sets them up for life, augmenting parenting with an experience to pack away as a fantastic one to fondly remember and cherish.
- Developing values of community, connection, care and social justice - how my daughter can be a kind contributor to society. The stewardship of the children has exceeded my expectations too.
- SVC has exceeded expectations in encouraging genuine Christian values of the importance of service towards and kindness towards others. There has been an attitude of inclusiveness and a discouraging materialism/displays of wealth that aren't consistent with the underlying Christian ethos. Girls of all levels of intellectual ability are accepted and their needs catered for.
- The focus on developing a well-rounded human being who loves learning but is also healthy and balanced in sports, cultural and community pursuits. The general kindness and warmth of the Vinnies community and their commitment to social justice and giving back.
- The student group my daughter connected with was a lovely balance of boarders and day students.

If you could change one thing about the school what would it be?

- Better sport facilities.
- At times the rules may be too strict, but on the other hand I do appreciate it as it sets up the girls for the real world.
- I would like to see the STEM and digital program at the school expanded. As an engineer, I believe the science and maths program is wanting, both at the foundational level and during the HSC years.
- Communication- early and often. Work with parent associations to ensure parents are included on all relevant communications lists including P&F and year groups.
- I believe sport should be compulsory for all students and although some students are not sport minded provide options that involve exercise. If a student has committed to play in a school sport, training should be compulsory. When school teams reach finals there should be more of a school spirit where the success of the team is celebrated and promoted for fellow students to come and support them on big games.
- Communication pathways & processes. All information needs to be up to date and available in one place.



STAFF SATISFACTION

The College continuously engages staff in review and refinement of practices that support professional satisfaction and growth as well as seeking feedback on structures that support relationships and wellbeing as valued members of the community.

St Vincent's College recognises the commitment of our teachers in designing learning and providing feedback to students, demanding time outside the classroom. Respecting the autonomy desired by teachers to manage their time and wanting to support both the collaborative and individual professional work required of them, the College slimmed down the schedule of professional meetings in 2024. This adjustment to the professional calendar offered teachers the flexibility of a late start or early leave on their timetable, as well as inserted a mid-term break in Term 3 when it is a typically busy marking and reporting season. Staff expressed their appreciation of these adjustments.

2024 saw the reimagining of professional learning at the College and the adoption of our new structure and approach, Magis. Teachers at St Vincent's College are driven to seek the Magis, the more. Our programme of professional learning is central to this aim and is designed annually so that we might engage with contemporary research and practice so that we can achieve our professional intention of being leaders in learning.

Our professional learning programme is underpinned by the following principles:

Mutual:	founded on collaborative practices to foster cross faculty initiative
Accredited:	engaging in sustained PL that supports our professional identity
Generative:	inquiry driven to advance strategic priorities and emerging needs
Informed:	by research, professional expertise and data
Shared:	within the College and with colleagues beyond the College

In 2024 some highlights from the Magis program included:

- Guest presentation and bespoke workshop from Simon Breakspear about fostering a culture of teacher expertise. He launched our theme for the year of 'small change for big impact.'
- Recurrent workshops led by expert teacher colleagues showcasing the changes they were adopting for learning impact. These were delivered across 4 streams:
 - Technical stream
 - Teaching sprints
 - Data stories
 - AI in the classroom
- Formation experiences led by Director of Faith and Mission
- Workshop about using data for impact run by Leader of Data Informed practice
- Guest presentation about AI and the future of learning from Matt Bower of Macquarie University
- Three day educator in residence program with Daniel Kinzer, founder of Pacific Blue Studios

Feedback from staff after Simon Breakspear's workshop included:

- "Very positive. Simon was very engaging and presented ideas which were grounded in research and realistic for busy teachers."
- "Fantastic. Regain motivation for change."
- "Building good habits into my teaching routine so that I can improve my teaching without increasing my workload."
- "Reframing what professional learning looks like - allowing us to spend time with colleagues and peers in strengthening our practice through meetings with each other."

We also redesigned the purpose of professional learning for leaders, by both broadening the invitation to all interested staff wishing to expand their professional practice and targeting key topics as a single focus for seminars. These seminars aimed to draw upon research and provocations from educators within and beyond the College to stimulate thinking to inform our strategic directions. The Future of Learning (in collaboration with Dan Kinzer) and The Future of Schools: Teens and Screens (with provocations from our own Student Representative Council, Dr Danielle Einstein and the Positive Education Schools Association).

Whilst we applaud staff moving on to promotional positions and new opportunities, overall retention rates are a helpful indicator of staff satisfaction in the workplace. In 2024 the Staff Retention rate was 89%.

As the year ended, we had three retiring staff members, all who had contributed greatly to the College over many years - Ms Mary Crotty (17 years), Ms Jenny McCarthy (22 years) and Ms Pauline Martin (28 years).

Staff are encouraged to seek the support of colleagues and leaders when faced with difficulty; they also have access to the services of Access EAP (Employee Assistance Program) for confidential counselling. In 2024 very few staff made use of this option. The College will continue to promote both internal and external support for staff wellbeing.

1.1 Key Indicators

Counselling Services received during this period

Service Type	No. of Clients	No. of New Clients	No. of Continuing Clients	No. of Late Cancellations	No. of Sessions	Total Hours
EAP Counselling	1	0	1	0	2	2.00

Usage of counselling services during the period

No. of Sessions	No. of Hours
2	2.00

Clients who received counselling during the period

New Clients	Continuing Clients	Total Clients
0	1	1

Counselling Utilisation Rate* for the period

No. of Employees	Utilisation Rate
171	0.58%

*Counselling utilisation rate = clients/total employees x 100 = % rate

As the year ended, we had three retiring staff members, all who had contributed greatly to the College over many years - Ms Mary Crotty, Ms Jenny McCarthy and Ms Pauline Martin.

Staff are satisfied in their work when they feel supported by operational efficiencies.

Integral to our commitment to enhancing the College's technological capabilities and alignment with our educational objectives and operational needs, the College undertook two system reviews in 2024:

- AISNSW ICT Advisory Service (Cybersecurity)
- Internal College Review (Student Information System and associated applications)

This Internal College Review led by ICT, assessed effectiveness, functionality, performance and opportunities for improvement. It was identified that the College should investigate alternative Student Information System and decide if we would be better served by replacing our existing system.



Following the 2022 Deloitte Finance Audit, recommendations to strengthen financial management were considered together with a transition to a modern finance system to automate processes, improve efficiency and visibility of data, and strengthen internal controls.

The College examined options to incorporate both the student information system used in the daily operation of the College, with a new financial system, to build efficiencies and accuracies into an incorporated single database as our one source of truth. From the systems readily available on the Australian market, Veracross was selected as being the best fit to fulfill the College's present and future needs. In addition, internal and external project management options were considered, with the College deciding to engage KPMG to collaborate with us on project management, business analysis and data migration.

2024 saw the initial scoping and planning stage commence, culminating in the commencement of the implementation phase with the aim of being ready to roll out the Student Information System in July 2025 and the Finance System in January 2026.

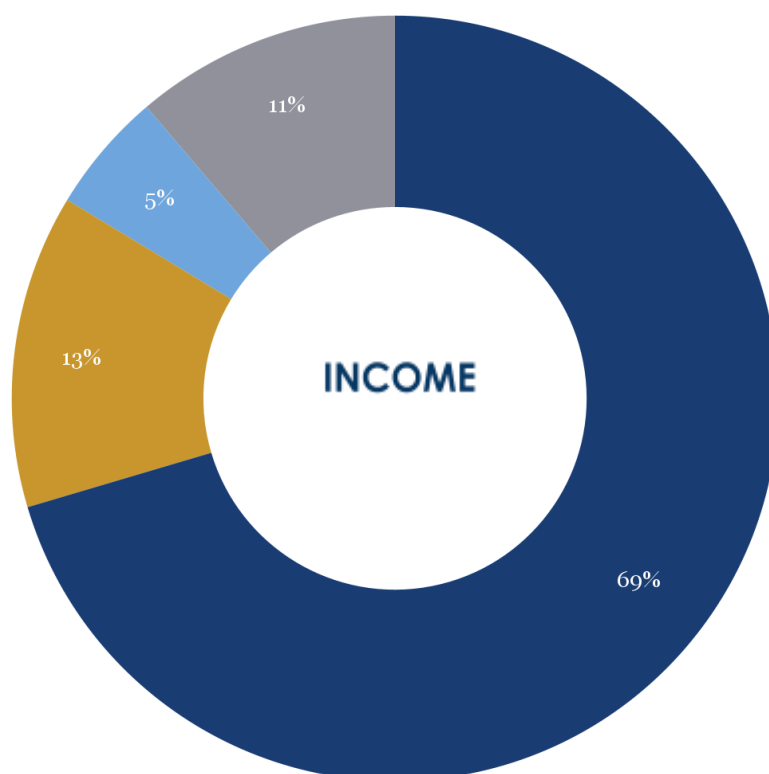
Theme 7: Summary of financial information

Year ended 31 December 2024

Income	\$	%
Tuition and Boarding Fees	19,818,050	69%
Commonwealth Government Recurrent grants	3,964,542	13%
State Government Recurrent grants	1,397,777	5%
Other Income	3,341,556	11%
Non-Operating Revenue	0	0%
Capital Income	77,555	2%

Income has been derived from:

- School, Boarding and related fees (eg Resource).
- Recurrent grants received from the State and Commonwealth Governments.
- Other income includes enrolment fees and student receipts for items such as excursions and other student activities.
- Capital Income reflects donations from the Parents & Friends' Association.
- Non-operating revenue is generated through compliance with Accounting Standards.



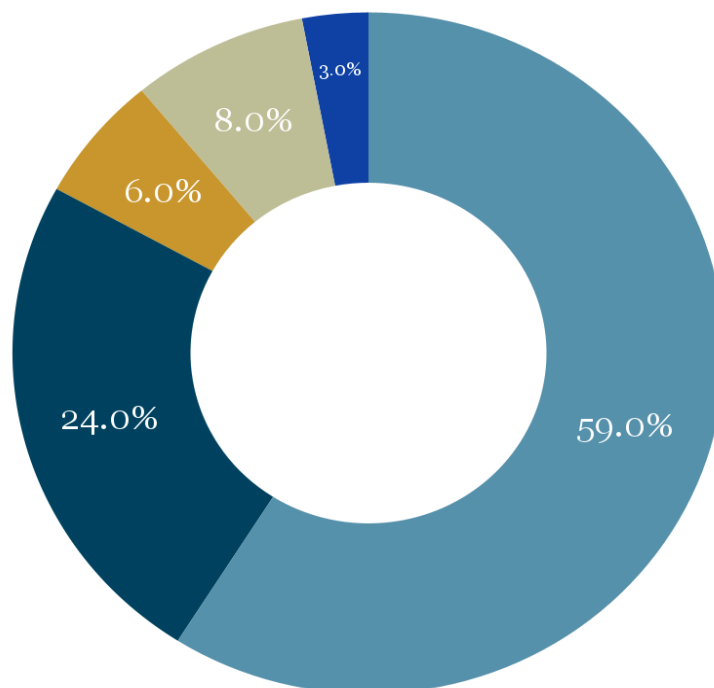
Summary Financial Information (cont.)

Year ended 31 December 2023

Expenditure	\$	%
Salaries, Allowances and On-costs	15,959,628	59%
Tuition, Boarding and Operating Expenses	6,396,907	24%
Property Expenses	1,673,798	6%
Depreciation and Amortisation	2,287,055	8%
Capital Expenditure	754,884	3%

Expenditure included:

- Salaries and costs such as superannuation, workers' compensation insurance and long service leave entitlements.
- Tuition expenses such as teaching resources and activities. Boarding costs include catering, activities and boarding maintenance. Operating expenses such as general administration and computer expenses, and financing costs.
- Property expenses such as cleaning, utilities, buildings, grounds repairs and general maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.



- Salaries, Allowances and On-costs
- Tuition, Boarding and Operating Expenses
- Property Expenses
- Depreciation and Amortisation
- Capital Expenditure